Jumping the Great Chasm to Quality Online Learning At Scale: Strategic Change Management in a Time of Crisis

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Abstract

The abrupt disruption to higher education that began in March 2020 continues to produce opportunities to foster creativity and advance fundamental change. At one university in northern California, the continuing education (CE) division saw an opportunity in the crisis and quickly pivoted to further accelerate online learning at scale and advance strategic goals. Led by the existing strategic plan and vision, the leadership of the organization leveraged existing capacity to successfully manage change. This chapter explores the organization conditions, leadership competencies, and the applied practices of one CE organization to respond to change and forge success in an uncertain future. Outcomes include key change management strategies that supported both instructional resiliency and long-term strategy toward accelerating broader online learning and delivery at scale.

Keywords: Change management, online learning, leadership, faculty development, organizational development

Introduction

Transformation is a process, not an event. (Kotter, 2011, p. 3)

Higher education is subject to a fair amount of change, ranging from financial to technological (Kezar and Eckel, 2002). For many organizations, including those in higher education, change is not always planned or welcome, but rather the by-product of external factors (Burke, 2008). The global pandemic of 2020 is just the type of external force that transforms organizations, either devastating them or fostering resiliency to advance fundamental transformation. As organizations across the country transition from emergency response to proactive planning in the face of ambiguity, the capacity of leaders to apply conscious change-management practices at every level of an organization will truly define where they land on the spectrum of failure or success.

When the pandemic closed the doors of universities, most did not command systematic delivery of instruction in online modalities, so they were not prepared to deliver meaningful learning at scale (Lederman, 2020). Despite massive investments in educational technology, higher education had not successfully jumped the chasm (Moore, 1991) to invest in the capacity to provide online learning at scale. Though digitally-mediated learning enables universities to

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reach large populations of learners outside the traditional classroom environment, the pedagogical efficacy of at-scale learning is still the subject of debate (Joksimovic et al., 2018). This skepticism is most keenly observed in the better-known form of at-scale learning, Massive Open Online Courses (MOOCs). But that skepticism gave way to innovation, seeding the early affordable, at-scale models that now power fully-online programs (Pelletier, 2019). Moreover, the systems and devices that gave rise to the popularity of MOOCs provide the very foundation that many universities now rely on to provide remote learning to their student constituencies.

Without access to the traditional classroom pedagogical strategies, which do not scale well (Roll, Russell, and Gašević, 2018), the closure of campuses across the country during the standard instructional cycle, forced universities to embrace online instructional delivery almost overnight. Adopting new pedagogical strategies necessitates new methods of thinking, as technology affords both opportunities and challenges. For those early adopters of online learning, the capacity to scale horizontally was far from easy (Rogers, 2001). Suddenly, those with expertise to deliver online learning found themselves at the center of the maelstrom. Within weeks, larger universities diffused information and support to facilitate adoption of new pedagogical methods, both stabilizing and innovating the instructional landscape.

Under normal circumstances, oft-quoted leadership guru Kotter (2011) would advocate for meaningful application of a systematic process to implement such transformational change. However, the onset of the pandemic as an event itself did not afford organizations the luxury of planning and implementing strategic change efforts. This unprecedented disruption continues to ripple through institutions of learning, many of which appear to be embracing the opportunity to transform permanently. Already accustomed to the volatility of the economy, culminating in the economic downturn resulting from the Great Recession, CE organizations possessed the competency to respond to the crisis (Braverman, 2013). CE professionals had learned in previous periods of disruption to respond through entrepreneurial thinking and innovation. Economic instability led to acquisition of deeper financial and business modeling skills, ultimately innovating traditional instructional delivery to meet the needs of adult learners. CE organizations fit Rogers' (2001) definition of innovators, introducing online learning to higher education through experience, partnership, and enablement (White, 2013). In light of the pandemic, these early innovators became central to the delivering online learning at scale and ultimately providing the resiliency to lead efforts to expand to support emergency remote instruction.

Organizational Context and Conditions

In February 2020, the University of California at Davis (UC Davis), a flagship, land-grant institution in northern California, saw the first patient diagnosed with COVID-19 at its medical center in Sacramento. At the time, instructional disruption emerged as a possibility in the collective conscience of the leadership of the UC Davis Continuing & Professional Education (CPE) division. A self-supporting CE unit with almost 20 years of experience in designing online learning experiences, CPE provides in-person and online education throughout the state and in the capital of California, Sacramento. The organization generates $40 million in revenue annually through state, local, and international education.

Before the pandemic, CPE's fully-online programming accounted for 20% of the division's credit and non-credit offerings. The organization's at-scale reach was largely realized through its 5-year partnership with Coursera, a dedicated provider of MOOCs. Since establishing this partnership in 2015, the at-scale programming at CPE continues to evolve and grow. At present, the portfolio includes individual courses, multi-course specializations, and the first credit-bearing, stackable pathway to a master's degree at UC Davis. The Coursera platform enables CPE to reach more than 1 million learners, creating broader access for learners at both national and international scale. But most importantly, the very nature of at-scale learning opens an avenue for CPE to realize one of its core values: providing access to working professionals. While Coursera's platform facilitates access to top universities for tens of millions of learners, CPE also provides scalable learning through its own technological systems, offering academic certificate programs in business, health, technology, an internationally-recognized winemaking program, and development of its first fully online graduate program.

At the time the university closed its classrooms, 80% of CPE's academic reach was delivered in classrooms across California and in Sacramento. In typical times, CPE offers state entities in-person professional development and adult learners academic certificate programs to upskill and reskill in an ever-changing economy. In a matter of one week, the organization pivoted to a 100% online delivery model, not a small undertaking, as instruction was just wrapping up the final weeks of its winter quarter. With the vertical capabilities of both learning designers and technological systems, students continued learning with minimal disruption. However, the organizational impact of the pandemic profoundly accelerated the division's newly seeded strategic plan, shifting traditional models of educational access and delivery. The transformation, ignited through crisis, created new organizational structures and competencies in online delivery in a matter of months.

Just as content creation for at-scale online learning requires a dedicated instructional team, CPE's Coursera strategy needed investment in staffing. Five years into the Coursera partnership, the same team that grew to accommodate the expansion provided the expertise and capacity to address the pandemic emergency. The Center for Online Education (COE) team, responsible for 20% of CPE's learning portfolio, immediately transitioned to providing horizontal support to 100% of CPE's educational enterprise. Successful delivery of hundreds of sections of courses, inclusive of bootcamps, certificate programs, and statewide workforce development shifted into the COE team's domain of accountability. Within the span of 6 weeks, the team stabilized instructional delivery across a very diverse instructional portfolio, assumed synchronous learning support duties to close out one quarter of instruction, and then went on to professionalize all support services to ensure delivery of high-quality, fully-remote instruction.

At the onset of the pandemic, CPE's executive leadership team included a member with direct oversight of the COE team, an assistant dean. Mobilizing COE to be successful in all directions leveraged two of the most critical components of the people side of change—communication and cross-functional coalition building – both between small groups and individuals. In organizational composition, the assistant dean functioned in a mostly vertical scope, but the crisis necessitated broadened accountability to respond to the event. Though a recognized leader by position, the assistant dean recently accepted the position with CPE. With the needed competencies to respond to the crisis in the COE unit, CPE's dean empowered the assistant dean to facilitate planning and ultimately execution for instructional continuity. Though an untested leader in the division, the academic leadership and staff responded without equivocation to the challenge of continuing educational access and providing support for instructors and students. Thankfully, the cultural fiber found in high-performing CE organizations – agility, entrepreneurial resilience, and partnership – already existed in CPE, creating the pathway to address the challenges that lay ahead (White, 2013).

Applying Thoughtful Change Management

In practice, COE operated in service to the academic leadership in CPE. COE, which was a start-up within CPE almost 20 years before, enabled the organization to produce high-quality online courses and programs. However, the adoption of a core strategic approach to online learning remained a future goal of the division's nascent strategic plan, launched shortly before the pandemic hit. Understanding the limitations of an operational scope and with a lack of direct connection to the academic enterprise, the assistant dean, a certified change manager, approached the assignment with a clear, short-term plan:

- engage in strategic instructional planning and coordination through coalition-building by building awareness of available resources and strategies the COE could provide;
- facilitate buy-in and acceptance of change in the COE team structure; and
- provide clear and transparent communication in multiple directions to connect the entirety of the academic work, including instructors and students, to the competencies of a newly designed COE team.

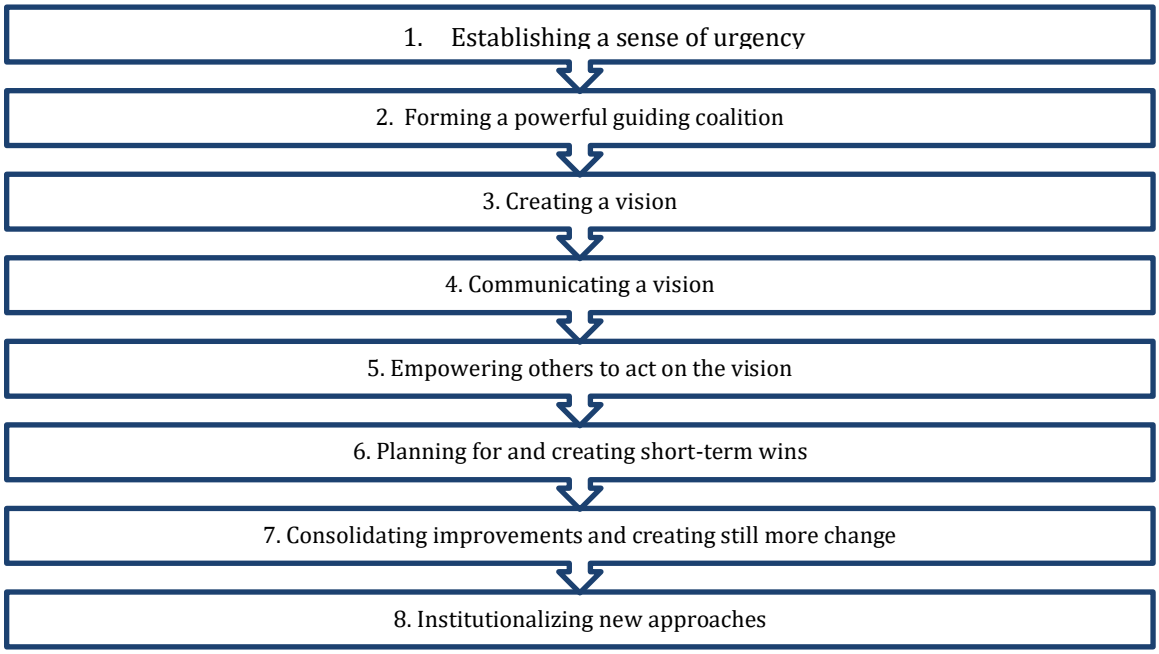
This three-pronged approach, fueled by the crisis, accelerated meaningful adoption of online instructional delivery on a timeline that in more traditional times might take years. The strategic direction of the CPE division, clearly laid out only months earlier at the annual division meeting, provided additional momentum to extend COE's competencies horizontally. The active and visible support of the dean in adopting recommended practices of the team solidified the executive sponsorship needed to ensure successful change management in practice (Hiatt and Creasey, 2012). The dean set the direction, supported the changes through communication and engagement in meetings, and established functional pathways for those decisions to move forward operationally through other senior executives in the division.

Building Multi-Directional Coalitions

Prior to the disruption of CPE instructional operations, COE operated as an online course production unit. Staffed with 8 instructional designers of varying expertise, led by an executive director with expertise in technical infrastructure and operations, the team entered the instructional continuity planning with a strong sense of commitment to the horizontal work at hand. That work, however, necessitated a change in team structure. As the direct supervisor of the team, the assistant dean did adopt Kotter's (2011) principles for transforming an organization, *Figure* 1, although initially applying them quickly to facilitate planning as opposed to deep, intentional systemic change.

Figure 1

Kotter's Eight Steps to Transforming Your Organization (2011, P. 2) Model Guided a Multi-Directional Approach to Change Management



Establishing and Executing on a Horizontal Vision

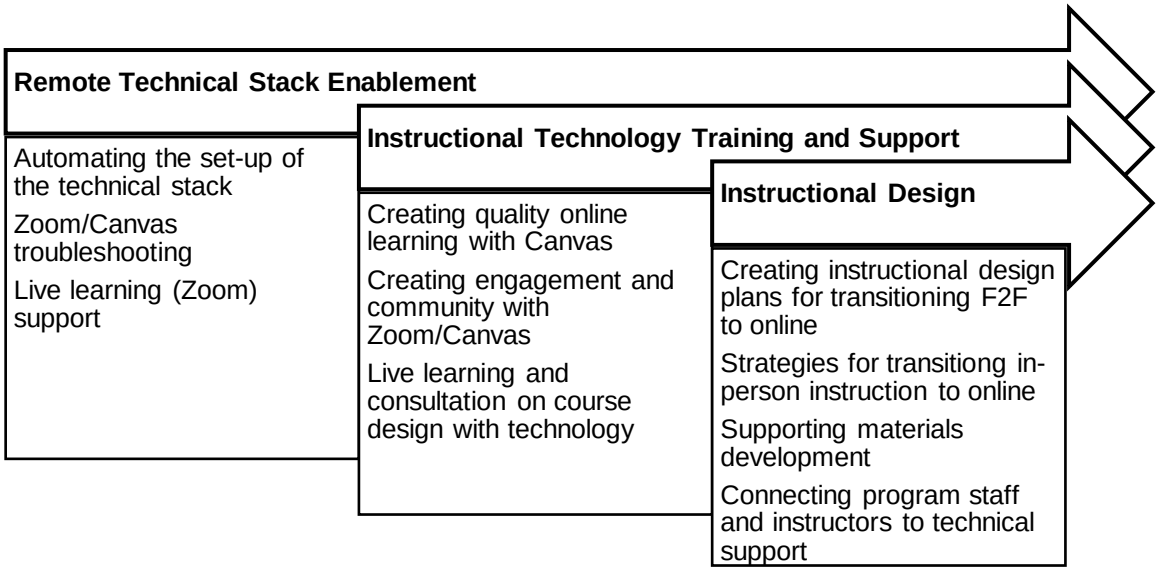
The pandemic itself created the sense of urgency to act, leading to application of the second principle, and arguably most important in a time of crisis, building a guiding coalition. The organizational structure of the CPE necessitated building multi-directional coalitions, both across the academic and operational leadership of the division, and within the COE team. In order to lead the division to provide a high-quality experience to students, the assistant dean committed to supporting the entire division but would need to enlist support horizontally. While the COE team could contribute instructional design and educational technology expertise to facilitate learning, such widespread change would need to better leverage the core systems that were managed in other areas of CPE. With support from internal IT, marketing, and student services, CPE academic leaders committed to training their program teams so that the diverse portfolios of the division could maintain the integrity of instruction. To lead this effort forward, the coalition team consisted of almost 20 people, providing the power and clarity to accelerate the CPE response.

Building and executing on the coalition's vision required disruption within the COE team. As the most influential messenger during a time of change, the direct manager is best positioned to build awareness and help diffuse resistance to change (Hiatt and Creasey, 2012).

At the time of the crisis, the team operated in a hierarchy, led by an executive director, reporting directly to the assistant dean. To produce scalable service, the team would need to flatten and operate in new configurations to meet the varied needs of moving to a horizontal support and enablement model. Within one week, the team understood the vision behind the model proposed and committed to be agile in practice as the magnitude of the situation remained unknown. Each new team functioned with a lead and co-lead to provide resiliency should the pandemic compromise the health of the COE team. Figure 2 represents the first iteration of a horizontal model that would drive longer term change within the COE team.

Figure 2

First-Generation COE Team Emergency Triad Model



Prior to the pandemic, the team operated in a traditional hierarchy, focused on building fully-online courses and supporting the learning management system. The instructional design team spread out to all areas of CPE, managing the relationships on the front lines of the response. The new formation enabled the team to mobilize on multiple fronts, empowering new leaders to capitalize on their skills, offering new services that were needed to move all instruction to an online modality. Prior to March 2020, the COE team did not offer widespread training, just-in-time support, or instructional planning, except for fully-produced online courses. Within two weeks, the new team formation provided professional development that reached 400 instructors and staff, established a just-in-time support solution for students and instructors, and provided 50 in-depth instructional design consultations. The team expedited their work quickly, and their workshops drew attendees from other universities in the region, as there were no offerings at their own campuses.

In part, the COE accomplished a successful reach in such a short time because individuals in the team engaged in a form of sensemaking, a key support strategy to organizational change (Kezar and Eckel, 2002). The smaller, micro-team structures in the COE enabled individual team members to operate in new roles, as the pandemic necessitated a shift in deploying their skills and expertise. They were able to determine the needs of programs and apply support and solutions almost instantaneously. The entire team engaged in informal ongoing professional development, and team members operated in pairs and trios on engagements with program staff, instructors, and students. This provided an opportunity for cross-training, which contributed to a greater understanding of the work of each triad. The assistant dean encouraged all COE team members to attend all workshops and just-in-time training sessions, as time allowed, which would enable them to observe, apply, and diffuse new skills throughout the CPE.

The reconfiguration of the team in these new roles facilitated rapid diffusion and adoption of emergency instructional delivery models. Acting as innovators, the COE team introduced new yet complex concepts of online learning into the organization (Rogers, 2001). By connecting those practical strategies to the diverse portfolio of the CPE, the COE demonstrated the advantage of adopting of online methodologies to address the needs of curriculum and student learning. As the COE team spread their knowledge throughout the division, their accessibility as partners to their colleagues helped allay concerns about remote instruction, leading to broader adoption across the division. The CPE academic leadership and staff responded quickly, understanding the inherent value of providing continuity through technology. The expediency of adopting technology, Zoom in particular, enabled immediate continuity, including the capacity to experiment with large-scale conference delivery.

The swift adoption of Zoom as the standard delivery method for instruction spread rapidly in education early in the pandemic. In part, this particular technology enabled delivery similar to in-person instruction, providing the most acceptable pathway to establish instructional continuity. Technology acceptance, according to Davis (1989), relies on two constructs: perceived usefulness and perceived ease of use. Perceived usefulness is the extent to which a user believes a particular technology will serve them in overall job performance. Perceived ease of use, however, is "the degree to which a person believes that using a particular system would be free of effort" (p. 320). Because academic leaders and program staff of the CPE possessed some level of comfort with Zoom, they easily adopted Zoom and fully synchronous both out of familiarity and necessity. These short-term wins established continuity, but they stalled pedagogical innovation as the emergency response became more permanent (Kotter, 2011).

The lack of a full understanding of security, privacy, and accessibility posed risks to the fledgling instructional continuity, so it was necessary to develop the technological and pedagogical practices in individual academic teams. In an effort to sustain portfolio continuity and academic oversight, smaller teams within the CPE replicated the work of the COE triad model. Program leaders mobilized their staff to provide instructional design and technology support services, implementing varied standards and practices. The assistant dean, who had experience running a central IT division, realized the vulnerability created by decentralizing instructional delivery with technology—unless there was a unit with decades of expertise in this space. More importantly, however, creating redundant services throughout the CPE stifled academic programming as staff were busy supporting remote instruction. Quick wins earned early in the emergency were celebrated, reinforcing the validity and success of the change, but the nature of the pandemic required a longer-term vision and still more change (Hiatt and Creasey, 2012; Kotter 2011). The assistant dean revised the vision of the crisis response that established a more long-term strategy for horizontal central services which would serve academic leaders interested in bringing new online programming to scale.

Organizational Outcomes

The CPE found a successful path forward and settled into remote work and instructional delivery. However, as the pandemic continued, change would continue. Transformation is not an easy road, and organizations falter when they stop innovating and declare victory too soon (Kotter, 2011). In response to the crisis, academic leaders wisely absorbed instructional support, which provided initial programmatic continuity, as they were closest to their instructors and students. As the pandemic continued to keep classrooms closed, the CPE leadership decided to centralize instructional support within the COE team, thus enabling academic staff to continue optimizing and building new programs. Just as the work stabilized in program areas, the assistant dean, in collaboration with academic leaders, worked to transfer the responsibility of organizational instructional support to the COE team.

In about six weeks, the COE team established continuity through widespread training and knowledge enablement, returned to its core divisional function of online course production, and then built a new, centralized instructional support team. The iterative nature of the horizontal expansion aligns with the concept of parallel prototyping (Brown and Kātz, 2009). With the training and ideation provided by the COE early in the pandemic, program teams improved upon an initial support prototype (see Appendix B) by putting it into practice across multiple teams, testing its validity. By centralizing the support expertise into a singular team, the prototype is now a valuable service to the programs that are planning to innovate and scale in

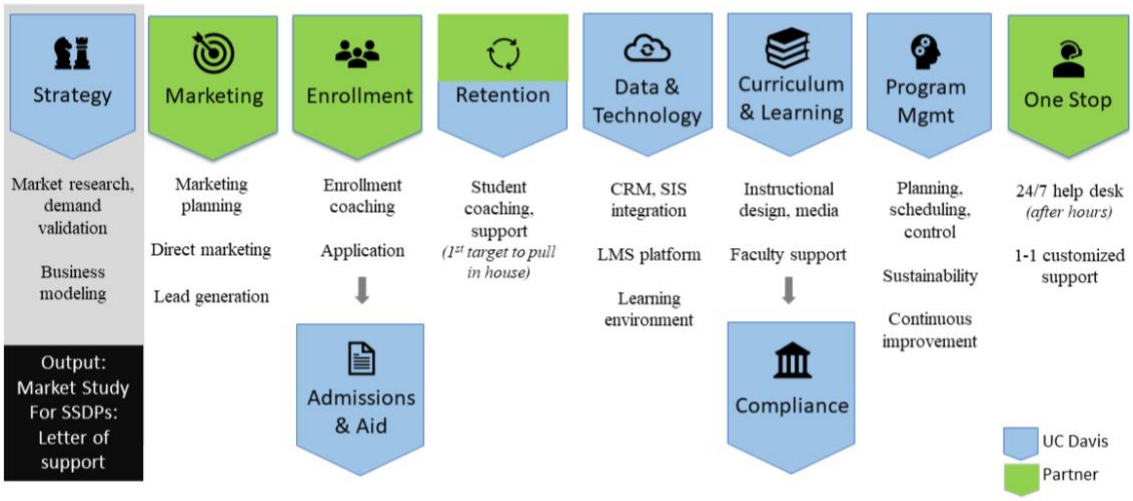
the online space. Continuing to take an iterative approach to change, the assistant dean began to introduce new, scalable models of online learning and delivery to support innovative programming (see Appendix C). By socializing these models in relation to the knowledge learned during emergency remote teaching, the assistant dean built new awareness to support future academic programming. With the experience of the pandemic, academic leaders and program staff embraced more agile methods of course development, beyond synchronous learning facilitated by Zoom.

Post-pandemic Horizon

Like all universities, UC Davis is attempting to balance the present with the future in the face of the unknown. CPE is well-situated to strengthen the university overall, especially self-sustaining graduate degrees, by enabling and accelerating online learning at scale. The week before the pandemic disrupted classroom learning, CPE's Dean presented an online program enablement strategy for graduate and professional schools to the academic leadership of UC Davis, *Figure 3*.

Figure 3

Graphic Depiction of the Proposed Online Graduate Program Enablement Ecosystem



In building this strategy across the university, the Dean, informed by experience, provided a compelling argument for in-sourcing the capability to deliver fully-online learning at scale. The knowledge and expertise of CPE is fundamental for UC Davis to harness the power of both resources and experience and achieve its goal to operate as one university (English,

2013; White, 2013). Recognizing that core institutional competencies of CPE, the university's leadership accepted the proposal.

With the majority of classrooms at UC Davis still closed in Fall 2020, the online graduate program enablement initiative moved into the execution phase. The executive leadership of CPE continues to forge ahead, partnering with the larger university to build a strong foundation for the future. To lead in a time of uncertainty is a necessary competency in CE organizations (Braverman, 2013). The emergency response to instructional disruption offered CPE an opportunity to prototype its new and needed capabilities for larger university online enablement, testing, learning, and improving in practice (Brown and Kātz, 2009). Through quick yet thoughtfully applied change management, the lessons learned in an emergency response provide the integrative thinking needed for CPE to support a more future-oriented, strategic enablement position for its university partners.

Establishing Permanent At-Scale Competency

As a self-sustaining academic unit, CPE possesses years of experience in strategic program development, including business development, market research, and lean program design and management. CPE honed these competencies in service to the "nontraditional" learner (Gast, 2013). Business and administrative expertise is a critical component of a successful partnership between CPE and the university. However, the most important element to a successful partnership model is ensuring the efficacy of learner experience (English, 2013).

According to Remenick (2019), roughly 75% of adult learners are defined as nontraditional. Innovative programming aimed at workforce development, combined with online learning's flexibility, supports students in balancing the diverse roles and responsibilities in their lives. As faculty are a fundamental influence on the student experience, comprehensive, wrap-around support services are critical to an online learner's success.

As a result of emergency remote teaching, CPE deepened its expertise in such service delivery, enhancing its capacity to partner in at-scale online learning enablement. The planning and execution of an emergency response are now becoming a more permanent strategy for UC Davis and its partnership with CPE, Table 1, Appendix A.

Barriers to Sustained Change

The outcomes and continued maturation of the CPE divisional strategy, while positive, experienced setbacks, but CPE continues to find opportunities to learn and improve. The unplanned change to instructional delivery illuminated deeper systemic barriers to adopting online learning more broadly, prior to the disruption of COVID-19. The need to respond to both

short and long-term planning in light of the pandemic did impact the typical mindset people apply to their daily work and actions (Kondakci and Van den Broeck, 2009). By operating in a new cognitive frame, in part facilitated by the experience of working in the online space, the barriers did ultimately move toward solutions.

- **Barrier**: A lack of centralized understanding of the academic planning processes, including an accurate and authoritative source of data, led to gaps in execution that persisted in the early months of the pandemic closure.
- **Solution**: At first, an inability to produce a master list of instruction, appeared to be a simple barrier to overcome. However, the solution led to more comprehensive, long-term planning, through an iterative process of collaboration, training, and execution between teams. An outcome of this barrier is a project and change management initiative to streamline IT applications and institute stronger data governance structure within the division.
- **Barrier**: Funding the newly formed instructional support team proved difficult, especially in contract-based professional development. Financial models to support innovation of the in-person portfolio continues to necessitate refinement.
- **Solution**: Data collected during the university's classroom closure is being used to model the actual cost of at-scale online design and delivery services for a diverse portfolio of instructional types. A particular constraint is structuring contracts to include affordable support service for delivering instruction in the online space. Historically, online design for contract instructional services proved to be cost prohibitive for some areas of CPE. Introducing new models of instruction, Appendix C, aims to offer a spectrum of quality online learning experiences that are both affordable and sustainable.

Conclusion

Overall, the organization's ability to mobilize behind their common values sparked a transformation that strengthened capacity to deliver quality instruction, at a time when emergency instruction jeopardized years of progress toward legitimizing online learning. In building a coalition and leveraging newly formed relationships to facilitate change, both the academic and operational leaders of CPE found themselves working side-by-side to provide access and connection to others at a time when the world, country, and state of California were physically distant. The words used to describe the COVID-19 event and its impact on education – distant, remote, emergency – are not words CPE leveraged to drive decisions, those made under pressure and unprecedented circumstances. With a true focus on continuity, quality, and

the future, CPE defined its work on its own terms, not those borne of a crisis and disruption felt at every institution of learning in the world.

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Appendix A

Change Management Prototype Maturity Model

Change management strategy (Kotter, 2011)	Emergency Response	Horizontal, Strategic Enablement Response

Establishing a sense of urgency	● COVID-19 suspended all in-person instruction
	● Broadcast communications to establish continuity
		● Emergent services centralized with administrative oversight to standardize instructional delivery and service:
		  ● Instructor and student support team
		  ● Broad instructional design for maturing course development

Forming a Powerful Guiding Coalition	● Convened a multidisciplinary planning team from across academic and operational units, totaling 20 stakeholders ● Established new team structure to broaden the reach of instructional design and technology expertise	● CPE academic leadership team formed and collaborated on development of faculty onboarding and training ● Technical strategy team formed, conducted a needs assessment, and developed project plan to strengthen core academic technology stack and establish data governance ● Partnering with School of Nursing to scale emergent services outside CPE in support of graduate program
Creating a Vision	● Formed temporary micro-team structures and accountabilities to deploy service and support to CPE staff, students, and instructors ● Developed baseline instructional support, Appendix B, design standards, Appendix C, to support consistent delivery of instruction	● Created an administrative oversight guide for online learning enablement model (internal and external) ● Socialized guide among academic leadership for building organizational awareness and feedback to present to wider UC Davis audience for online graduate initiative
Communicating a Vision	● Broadcast communications to division ● Regular status and progress updates to planning team ● Sharing outcomes at divisional town halls ● Documentation circulated for both input and knowledge sharing	● Broadcast communications to instructors and students for external support services ● Established need for continuing instructional support team to serve online graduate initiative ● Collecting data to verify future staffing needs (internal and external)

Change Management Prototype Maturity Model (cont'd)

Change management strategy (Kotter, 2011)	Emergency Response	Horizontal, Strategic Enablement Response
Empowering others to act on the vision	● Flattened vertical team structure into a service triad with new tiers of leadership ● Worked with marketing to create broadcast communications and websites to build awareness of service triad	● Facilitated collaboration between instructional design and delivery teams ● Establishing cross-divisional business processes and collaboration to create a technological support system for external delivery of support services for instructors and students – building internal capacity for 24/7 help-desk enablement ● Established project prioritization governance group with CPE academic leaders for internal vetting of online projects
Planning for and creating short-term wins	● Offered mass instructional support training opportunities to internal and external audiences ● Created intranet of information on planning, emergency response, and related support services ● Formed a temporary remote instruction support team	● Enabled public-facing website for instructional support services ● Provided direct outreach to instructors and student to access support services leveraging Salesforce ● Collaborated on model to fund permanent instructional support team
Consolidating improvements and creating still more change	● Moved all instructional support to COE for a 6-month term ● Click here to enter text.Created required instructor onboarding curriculum ● Increased adoption of common technology stack for remote teaching	● Collaborated with external partners to broaden model of faculty development, including securing short-term funding ● Developed foundational CPE instructor development curriculum
Institutionalizing new approaches	● Catalyzed division-wide strategic IT planning and enablement ● Proposed new financial models for facilitating new business models, inclusive of remote learning support costs	● Developed project plan to operationalize core academic technology stack, inclusive of intended user experience for fully online graduate programs ● Established partnership with central IT campus to support systems integration projects ● Established awareness for data governance structure

Appendix B

Instructional Support Team Model

The overall goal of the end-to-end support model is to offer enough proactive support to advance our instructors in developing their skills, enabling them to become more independent and skilled in online delivery. A member of the online instruction support team will be assigned to support each instructional offering. The level of support will depend on factors determined during the delivery plan phase.

	Service Provided	½ Day	1 Day with Break	Multi-Day (Bootcamps/Open Enrollment)
Pre-Instruction	Consultation	1 hour	1 – 2 hours	1 – 2 hours
	Practice Instruction	1 – 2 hours	1 – 2 hours	2+ hours
During Instruction ***[Level of support depends on complexity of delivery model]***	Instructional Facilitation and Technology Support	2 – 3 hours	2 - 3 or 6 - 7 hours	2-3 to 6-7 hours (1-4 days to transition instructor to independence)
	Instructional Technology Support	1 – 2 hours	1-2 hours for each half of the day	2-3 to 6-7 hours (1-4 days to transition instructor to independence)
After Instruction	Evaluation	N/A		
Time Commitment		**3 – 7 hours**	**4 – 13 hours**	**4 – 40 hours**

Instructional Facilitator and Technology Support Role

- Consults with instructor before planned course offering
- Designs an instructional delivery plan with instructor
- Supports instructor in delivery of instruction through facilitating live-discussions, break-out rooms, or discussions
- Provides synchronous session support for instructor to mediate technology
- Troubleshoots technology with instructor or students
- Ensures evaluations are distributed post-instruction

Instructional Technology Support Role

- All of the above, EXCEPT, independently designing an instructional delivery plan. May facilitate an instructional design consultation and work in collaboration to design and support the creation of the instructional delivery plan.

Appendix C

Maturity Model for Instructional Support and Delivery

Instructional Models

To provide high-quality online instruction and advance instructor readiness for continued delivery in this modality, the following instructional models are offered to frame our work with instructors.

Delivery Model	Definition by Instructional Time	Primary Technology	Supplementary Technology
Synchronous	50% or more instruction occurs in live learning sessions	Zoom or Teams	Canvas
Hybrid Online	30 – 50% of instruction occurs in live learning sessions	Zoom or Teams Canvas	Screencast-o-Matic Kaltura
Fully Online	Less than 30% of instruction occurs in live learning sessions	Zoom or Teams Canvas	Screencast-o-Matic Kaltura 360 Rise

Instructional Delivery Model Alignment with Technology

The technology stack can provide instructors a tool set to create engaging, active-learning experiences, with the support of experts in core technology and support. In consultation with a member of the online instruction and support team, instructors and their students are offered skill-building opportunities to prepare for instructional delivery and success in this modality.

Delivery Model	Required	Recommended
Synchronous	• Zoom basics training, either live learning or drop-in practice sessions • Accessibility, privacy, and security training with technology stack	Canvas basics and engagement training
Hybrid Online	• All of the above • Canvas basics and engagement training to learn about the tools available for delivering asynchronous learning	Video-creation training
Fully Online	• All of the above • Video-creation training	Active learning strategies and tools